

**THE EFFECTIVENESS OF USING ANAGRAM TECHNIQUE TOWARDS STUDENTS'
VOCABULARY MASTERY OF THE SEVENTH GRADE AT MTS AL-KHAIRIYAH
TALANG PADANG IN THE ACADEMIC YEAR OF 2019/2020**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**MUHAMMAD YUNUS
NPM:1311040113**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC OF UNIVERSITY
RADEN INTAN LAMPUNG**

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2020

ABSTRACT

THE EFFECTIVENESS OF USING ANAGRAM TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTS AL-KHAIRIYAH TALANG PADANG IN THE ACADEMIC YEAR OF 2019/2020

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This research was aimed to obtain the empirical data of the effectiveness of Anagram technique on vocabulary mastery stimulated by the preliminary research which represented that students' vocabulary mastery in MTS Al-Khairiyah Talang Padang was still below the criteria of minimum mastery (KKM). The goal was to find out whether there is or not the effectiveness of using anagram technique towards students' vocabulary mastery of the seventh grade of MTS Al-Khairiyah Talang Padang in the academic year of 2018/2019.

The research design was quasi experimental with 3 meeting treatments, 2 x 40 minutes for each meeting which took the seventh grade of MTS Al-Khairiyah Talang Padang as the population. The number of samples in this research was 70 students of two classes, VII C and VII D. In gathering the data, multiple choice test was used as the instruments in pre-test and post-test. The obtained data were analyzed by using SPSS.

From the analysis, it was found that result of Sig (Pvalue) = 0.033 < α = 0.05. It means that H_0 is rejected and H_a is accepted So, there was a significant effectiveness of using anagram technique towards students' vocabulary mastery at the second semester of the seventh grade of MTs Al-Khairiyah Talangpadang in the academic year of 2018/2019.

Keywords: *Anagram technique, vocabulary mastery, quasi experimental research*



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Certify that this thesis is definitely my own work. I am completely responsible for
The content of this thesis. Other writers' opinions or findings included in the
thesis are quoted or cited in accordance with ethical standards.

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MOTTO

“يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝”

Meaning:

“Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do.” (Q.S Al-Mujadilah 58:11)

DEDICATION

This thesis is dedicated on:

1. My beloved parents, Mr. Amanudin Kadir and Mrs. Titin Tariyani who have already prayed and supported for my success and advise me all the time. I love them so much.
2. My beloved brothers and sisters.
3. My beloved wife NurIsnaini, S.Pd.
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6. My beloved team work at Setia Human Resources Consultant Lampung
7. My beloved friends in PBI B who always give me support and thanks for experiences in four years.

CURRICULUM VITAE

The writer's name is Muhammad Yunus. He is called Yunus. He was born in Talang Padang June 18th 1993. He is the sixth child of Mr. Amanudin Kadir and Mrs. Titin Tariyani. He has four brothers and two sisters . He live on Talang Padang, Tanggamus regency.

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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Effectiveness of Using Anagram Technique towards Students’ Vocabulary Mastery of the Seventh Grade at MTs Al-Khairiah Talang Padang in Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, the writer is fully aware that there are still a lot of weakness in this thesis. For this, the writer truthfully criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2020

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CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning of it and also understand and can use it in sentence context. It is one of language components which has important role in teaching English. It is a basic and a foundation to learn English. According Thornbury, he suggested up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".¹ It means that if someone has little grammar, he still can convey something, but if he has not vocabulary, he cannot convey anything. It shows that how vocabulary important for the students in mastering English.

Generally, teachers teach vocabulary by emphasizing only on memorizing a list of vocabulary or translating new words without any media or strategy. The students feel bored because the material given is not challenging to the students to master English well. The teacher should use variation of techniques in teaching learning especially in learning vocabulary.

¹Scott Thornbury, *How to Teach Vocabulary* (Essex: Person Education Limited, 2002). p. 13.

Based on Brown's statement, teaching means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand.² The teacher should enable the students to enjoy and understand the learning process especially for learning vocabulary. The teacher should make students active and dynamic to participate in the learning process. On the preliminary that was done at MTs Al-Khairiyah Talang Padang on Wednesday, October 17th, 2018. The writer found that most of the seventh-grade students still found difficulties in mastering vocabulary.

The result of the interview conducted to the English teacher, Zulfa showed that the students' interested in learning English was relatively low and the achievement in English is also below the expectation.³ Most of students felt English is difficult and sometimes, they felt not understand about the material. The students felt difficult to understand the meaning of the new vocabulary. It could be seen from the table of the score of English subjects at seventh grade of MTs Al-Khairiyah Talang Padang based on the criteria of minimum mastery (KKM) 71.

²H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2007), p.8

³Maya Zulfa, An English Teacher, MTs Al-Khairiyah Talangpadang, on Wednesday October 17th 2018. An interview.

Table 1
English Students' Score of the Seventh Grade
at MTs Al-Khairiyah Talang Padang in the Academic Year of 2019/2020

NO	Class	Students' Score		Number of Student
		<71	≥71	
1	VII.A	20	13	33
2	VII.B	28	10	38
3	VII.C	14	22	36
4	VII.D	18	16	34
Total		80	61	141
Percentage		56.7%	43.3%	100 %

Source: Document of the English Learning Score of the Seventh Grade of MTs Al Khairiyah Talangpadang.

The table above, there were 61 students of the 141 students who got the score above the criteria of minimum mastery (KKM) was 71 and there were 80 students who get the score under 71. It means that the total number of students who got difficulty in learning English were 80 out of 141. It could be inferred that the achievement of the students in English subject was relatively low.

The result of interview with English teacher, one of the problems that make students not interest in learning English because they did not know the meaning of the new vocabulary. The students felt difficult when they learning English. Moreover, there are some students likes English, it will be fun for

them, but for other students who did not like English, it would be not fun for them. Students felt more difficult to learn English and it makes them felt lazy in learning English. So, students were lazy to follow the lesson and they did not pay attention on teacher's explanation.

Based on interview with some students, they got most of the difficulties in mastering vocabulary because they felt bored with the technique used by teacher. The teacher uses the same technique in teaching and learning process. Students did not know what the meaning of the words and lazy to learn more.⁴ The result of the interview from students, some learners assume learn English especially in vocabulary is a difficult lesson. They are less interested and get less understanding. The teacher cannot manage the classroom and use the effective techniques in teaching vocabulary. It makes the learners bored and lazy to learn because there are no various techniques.

Based on the preliminary research, the writer found the cause of problem the students' English score were still low. It happened because the teacher did not use appropriate way and the students face difficulties to learn English. To improve the students' vocabulary mastery needed an appropriate strategy, technique, and method helping them as solution for their problems. Learning vocabulary by using the technique could be one alternative technique in teaching learning process. There are some ways to develop word meaning, one of them is playing word games like Anagram. To make the students to be

⁴Yosep Prayoga, Sintia Dayu Kartika, Erika Devita Saro, Rico Deswan Rori, Siti Nurfadilah, Students at MTs Al-Khairiyah Talangpadang, on Wednesday October 17th 2018. *An Interview*.

inspired in studying English ought to use some techniques such as Anagram and use some new words to help the students learn more and make the students feel interested to learn new vocabulary.

According to Collins, Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase.⁵ The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, or flattering. So, with this technique students will be motivated in learning process. This technique is useful for teaching vocabulary especially for increase more the student's vocabulary. So, anagram technique is very useful to teach vocabulary mastery and can make motivate students to interest in teaching-learning process.

Based on the previous research conducted by Maimunah, she showed that anagram is an interesting way of learning to increase one's vocabulary, anagram can motivate and encourage the students' interest learning vocabulary. Anagram will help the students to develop and enrich their stock of vocabulary. It is designed to avoid the students felt bored that can stop them in learning English. Therefore, teaching and learning process through anagram is aimed to improve students' vocabulary achievement in reading.⁶ In the previous research, Maimunah used anagram technique to improve students' vocabulary achievement in reading, anagram can motivate and

⁵Ahdian Rosadi, *The Effectiveness of Anagram Technique in Teaching Vocabulary*, Voices of English Language Education Society Journal, 2017. p.43.

⁶Bachtiar Maimunah, *Improving Students Vocabulary Achievement in Reading Recount Text Through Anagram Technique*, Journal. Vol.3. p.11.

encourage the students' interest learning vocabulary. Anagram will help the students to develop and enrich their stock of vocabulary. In this research, the writer is going to focus on vocabulary mastery in descriptive text by using anagram to teach vocabulary mastery because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning.

In addition, another research conducted by Junika and Gintings also revealed that by using anagram technique the students also more active and rejuvenate by applying vocabulary. The teacher gave chance to each student to arrange, form and transpose the letters given and this activity has changed the dynamic in classroom. They were very enthusiastic and have fun to applied that anagram to enrich their vocabulary. Students' activities in applying anagram have showed that most of the students did not have significant problem in vocabulary.⁷ It means that the use of anagram technique is able to motivate the students in teaching and learning vocabulary process.

⁷Desi Junika and Elia Masa Gintings, Improving Students' Vocabulary Achievement through Anagram Technique in SMP N I Bandar, available at <http://gg.gg/e0j1q>, accessed on Wednesday, 22nd May, 2019.

In the previous research, Junika and Gintings used anagram technique to make the students very enthusiastic and have fun applying the anagram to enrich their vocabulary by giving teachers the opportunity for each student to organize, form and move the letters given and this activity has changed the dynamics in the classroom. Then, Junika and Gintings explained to the students about recount text that related to the topic given. In this research, the writer focused in using nouns focus on vocabulary descriptive text by using anagram technique because most of the objects in the picture and word of anagram technique is noun. Anagram technique can help the students more active and serious in the process of learning. The students will form and transpose the difficult words become some new vocabulary from the text and find the meaning in dictionary. This way could enrich students' vocabulary and made them easy to memorize the vocabulary.

Based on the explanations above, the writer is going to conduct a research entitled: "The Effectiveness of Using Anagram Technique Towards Students' Vocabulary Mastery of the Seventh Grade of MTs AL-Khairiyah Talang Padang in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on the background of those problems, the writer identifies the problems as follows:

1. The student's vocabulary mastery was still low.
2. The students were less interested in learning English.

3. The teacher's method in teaching was not effective.

C. Limitation of the Problem

Based on the background and the identification of those problems, the writer limited the problem only on the effectiveness of using anagram technique towards students' vocabulary mastery at the seventh grade of MTs Al-Khairiyah Talang Padang in the academic year of 2019/2020. In this research, the writer will use nouns for anagram technique because there is material that used noun based on the syllabus in the seventh grade. Besides, most of the objects in the picture and word of anagram technique is noun.

D. Formulation of the Problem

Based on the identification and limitation of those problem, the writer formulated the problems as follows:

“Is anagram technique effective for teaching vocabulary mastery at the seventh grade of MTs Al-Khairiyah Talang Padang in the academic year of 2019/2020?”

E. Objective of the Research

Related to the problem formulation, the objective of the research is to find out whether or not there is anagram technique effective for teaching vocabulary mastery at the seventh grade of MTs Al-Khairiyah Talang Padang in the academic year of 2019/2020.

F. Uses of the Research

The writer expects that there would be some uses of the research as follows:

1. Theoretically

This research hopefully could provide information on how vocabulary could be taught by using anagram technique, the result of the research can be using an input for English teaching learning, especially for teaching vocabulary in junior high school.

2. Practically

For the practically contribution, the result of this research will be useful:

a. For teacher

The teacher can improve the students' vocabulary mastery by using various technique in teaching learning process, so the goal of learning can be achieved and the students can increase their vocabulary mastery through anagram technique.

b. For the students'

to enrich their English and hope they more comfort and interest to learn, so teaching and learning more fun and it can increase students' vocabulary knowledge.

c. For the other researcher

as reference to conduct similar topic with different prespective.

G. Scope of the Research

The scope of the research will be as follows:

1. Subject of the research

The subject of the research will be the students at the seventh grade of MTs Al-Khairiyah Talang Padang in the academic year of 2019/2020.

2. Object of the research

The objects of the research will be students' vocabulary mastery and the use of anagram technique.

3. Place of the research

The research place will be conducted at MTs Al-Khairiyah Talang Padang.

4. Time of the research

The research will be conducted at the second semester in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Teaching is the activities of education of instructing that impart knowledge or skill. Teaching can be said as providing opportunities for students to learn. However, the students actually cannot learn only from the teacher itself, but also outside of it. Teaching is not a simple matter including when languages teaching. Language is used to communicate our thoughts and ideas.⁸ As Setiyadi says, “language is a system for the expression meaning”.⁹ It means that the language is also used to communicate ideas, feeling, believe, opinion, loves, knowledge, etc.

English is the international language. International English is the concept of the English as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.¹⁰ The English is the window which opens up the vast prospect of human achievement. The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit

⁸M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar, Jaipur: Sunrise, 2008), p.31.

⁹Ag. Bambang Setiyadi, *Teaching English as A Foreign English Language*, (Yogyakarta: Graha Ilmu, 2006), p.10.

¹⁰Patel and Jain, *Op. Cit.*, p. 6.

personally and contribute to the growth of our country as a modern nation of the 21st century.¹¹

In Indonesia, English is a foreign language that is taught formally from junior high school up to university levels as a compulsory subject. It has also been taught at elementary school as a local content. Foreign language is the language which is used by the people from other countries or societies. The countries use foreign language because they have different sound patterns, different words and entirely different meaning.¹² Teaching English as a foreign language is not easy. It is not the mother tongue in Indonesia. English as a foreign language is not used for daily communication but it is very important for communication with people from other countries.

In this case, the teacher should build the situation which enables the students to study English well. Thus, in teaching English the teacher should speak English clearly, simple, and as often as possible. Based on Brown's statement, teaching means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand.¹³ It means the teacher must be able to create a pleasant condition by using of the English. If teacher often uses English in the classroom, students are accustomed to listening and imitating so that it makes them easy to understand without having to tell the meaning.

¹¹*Ibid*, p. 10.

¹²*Ibid*, p. 35.

¹³H. Douglas Brown. *Principles of Language Learning and Teaching* (San Francisco: Longman, 2007), p.8

By this way, the students will unconsciously remember the meaning of the words spoken. However, to achieve the goal of teaching English, there should be skillful, creative and innovative teachers. These teachers surely need media, or other facilities which can support them in achieving the goal. In other words, teaching techniques play an important role in teaching learning process. In addition, the teaching techniques are suggested to be interesting and appropriate for students as well.

1. Vocabulary Mastery

1). Definition of Vocabulary Mastery

Vocabulary is one of the language aspects that is supposed to be learn when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learn its vocabulary. Vocabulary is also very important in English teaching and learning. Hiebert and Kamil defined that, “vocabulary is the knowledge of meaning of words”.¹⁴ It means that if the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, listen, and learn.

All of vocabulary are words. Usually learning word is learning about new words and searching the meaning of them. Words come in two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary

¹⁴Elfriede H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New York: Lawrence Erlbaum Associates, 2005), p. 3.

consists of those words for which the meaning is known when we write or read silently. Knowledge of words also comes in two forms: receptive and productive. Receptive vocabulary is that set of words for which an individual can assign the meaning when listening or reading. While the productive vocabulary is the set of word that an individual can use when writing or speaking.¹⁵ The more vocabulary the students have, the bigger possibility to have a skill to use the language.

If the students' vocabulary is limited, they will find some difficulties in using English for communication in English. Vocabulary becomes one of the requirements for people to speak a language, we will find difficult to express something without vocabulary. Thornbury says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁶ We can still understand the language even if we did not know about grammar. But the language will tell us nothing, if we do not know anything about vocabulary.

From the statement above, we can assume that vocabulary is used to build a language, it is a basic element in communication. So, learning vocabulary plays an important role in understanding the language whether it is used in written or spoken. We need vocabulary to communicate. When we want to talk, if we have limited vocabulary so, we will be difficult to convey something. That is why vocabulary called

¹⁵*Ibid*, p. 4.

¹⁶Scott Thornbury, *How to Teach Vocabulary* (Essex: Pearson Educational Limited, 2002), p.3.

as important part in learning language, no language exists without vocabulary.

2). Types of Vocabulary Mastery

According to explanation about vocabulary above, one of definition about vocabulary is knowledges of meanings of words. All of knowledge of word is vocabulary. There are many kinds of vocabulary, according to Thornbury says that vocabulary includes in the category of word classes.¹⁷ Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation and their use in sentences.¹⁸ There are eight main word classes in English, such as:

a) Preposition

The word ‘preposition’ is from the Latin word *preposition* meaning ‘placed before’ or ‘in front of’. It shows a relationship to something.¹⁹ According to Sergeant, prepositions are words that show a connection between other words.²⁰ Common preposition include: between, inside, near, for, like, after, of, by, in, at, on, over,

¹⁷*Ibid*, p. 3.

¹⁸John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), pp.2-3.

¹⁹Barbara Dykes, *Grammar for Everyone* (Victoria: Acer Press, 2007), p. 71.

²⁰Howard Sergeant, *Basic English Grammar* (New York: Saddleback Educational Publishing, 2007), p. 101.

in front of, beside, etc.²¹ It usually indicate relationship, such as position, place, direction, time, purpose.²²

Examples:

The preposition shows a relationship place, position.

(He found the book *on* the table, the ball stopped *in front of* the bus).

The preposition shows when something happens. It called preposition of time.

(You must finish the work *by* Friday, I'll do my homework *before* dinner)

b) Conjunction

Conjunctions are words used to link words, phrases or clauses. Some common conjunctions are and, but, and or.²³ This word is from the Latin *con* meaning 'together' and *Junger* meaning 'to join'. A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence.²⁴

For examples:

Use and to link word that are similar. (The President visited towns and cities across the country).

Use but to link word that are different and do not normally go together. (The musicians are young but very talented).

²¹Phyllis Darwin, *English Grammar Demystified* (New York: Mc Graw Hill, 2010), p. 44.

²²George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition*, (New York: Litton Educational Publishing, 1980), pp. 288-290.

²³Sergeant, *Op. Cit.*, p. 109.

²⁴Dykes, *Op. Cit.*, p. 73.

Use or to talk about choice. (Would you like pasta or rice?).²⁵

c) **Determiners**

According to Dykes, determiners or signals are special adjectives used before nouns. There are many kinds of determiners such as demonstrative determiners, quantifying determiners, interrogative determiners, possessive determiners, etc.²⁶ Articles (*the, a, an*) belong to a class of words called determiners. Other examples of determiners are *this, that, these, those, some, all of*. Determiners usually come before a noun or at the beginning of a noun phrase, e.g. *an apple, the red bus, some of my best friends, a Spanish teacher I know*.²⁷ The word *a* and *an* are indefinite articles. They are used with singular nouns. Use *a* before nouns that begin with a consonant. Use *a* before nouns that begin with a vowel. (Examples: John is reading a book; I always take an apple to school). The word *the* is called the definite article. Use *the* before a noun when you are talking to someone who already knows which person or thing you mean. (Examples: Dad is sitting in the garden; I'll wait for you in the car).²⁸

d) **Pronoun**

The word 'pronoun' comes from the Latin *praenomen* meaning 'for a noun'. As the word implies, pronouns are words that we use *in*

²⁵Sergeant, *Loc. Cit.*, p. 109.

²⁶*Ibid*, pp. 42-49.

²⁷Harmer, *How to Teach English*, (Essex: Longman, 2001), p.45.

²⁸Sergeant, *Op. Cit.*, pp. 44-45.

place of nouns. The following words are common pronouns for one person or thing: *I, you, he, she, it, me, her, him*. And for more than one person or thing: *we, you, they, us, them*.²⁹ There are three basic types of pronoun such as *personal pronouns, reflexive pronouns and relative pronouns*.³⁰ Examples:

Rita borrows books there.

Rita can be changes with *she*, “*Rita* or *she*” as pronouns and it is place of noun. *Borrows* as verb, *books* as noun (direct object), and *there* as adverbial.

We saw her in bookstores.

We as pronouns and noun, *saw* as verb, *her* as noun but direct object, *bookstores* as adverb of place.

e) **Adverbs**

Based on Sergeant, adverbs are words that tell you more about verbs, adjective and other adverbs.³¹ Use such adverbs as *quickly, all day, one week, tomorrow, every night, soon, etc*. Adverbs normally follow the verb, there are three basic types of adverb such as *adverbs of manner, adverbs of time and adverb of place*. Besides there is also a small category of adverb that normally occur before the main verb, except when the main verb is *be*. That is *adverb of frequency* such as *sometimes, rarely, often, seldom* etc. Many adverbs end in *ly* but

²⁹Dykes, *Op. Cit.*, pp. 35-38.

³⁰Harmer, *Op. Cit.*, p. 42.

³¹Sergeant, *Op. Cit.*, p. 95.

some words that end in *ly* are not adverbs, some adjectives end in *ly* too.³² Examples in adverbs:

Prof. Mark went *home*.

Prof. Mark as subject. Like most other adverb normally follows the verb, so the verb in this sentence is *went*. Adverb comes after verb, so *home* as adverb (adverb of place).

The orchestra played *loudly*.

The orchestra as subject, the verb is *played*, and *loudly* as adverb (adverb of manner). These adverbs explain how the action of the verb is done.

f) Verbs

The word 'verb' comes from the Latin *verbum* meaning 'word'.

Verbs are doing, being or having words.³³ Sentences are complete only if they contain both a subject and a verb. The verb is part of backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence.³⁴ Most verbs describe actions, so they are called action verbs. Action verbs tell what people or things are doing. Here some common action verbs such as: *drink, eat, laugh, look, shout, run, jump, walk, sit, etc.*³⁵

³²Wishon and Burks, *Op. Cit.*, pp. 9 -11.

³³Dykes, *Op. Cit.*, p. 41

³⁴Darwin, *Op. Cit.*, p. 30

³⁵Sergeant, *Op. Cit.*, p. 52

There are three important types of verb to be aware such as *auxiliary verbs, main verbs and phrasal verbs*.³⁶

Examples:

Mom *walks* to work every day.

Mom as subject, *walks* as verb. The adding 's' because *mom* as subject is a singular noun. In addition, the adding 's' if subject in pronouns such as he, she, it, my dad, our school, or names of people.

We *are* staying at our friend's house.

The subject in this sentence is *we*, *are staying* is verb that describe action that tell what people are doing (*staying at our friend's house*).

The verb *is* including the auxiliary verb and for *are staying* include in present continuous that adding -ing.

g) Nouns

According to Dykes, the word 'noun' comes from the Latin *nomen* meaning 'name'. A noun is the name of a thing. Everything that exist has a name, whether you can see it or not (that exist in our minds, like hope, beauty).³⁷ There are four kinds of nouns according to Plathottam, such as³⁸ :

³⁶Harmer, *Op. Cit.*, p. 38

³⁷Dykes, *Op. Cit.*, p.22-27.

³⁸Fr. George Plathottam, *Grammar Way-4*. (New Delhi: Scholar Publishing House 2007), p.12.

1) Common Nouns

Words for people, place and things are called common nouns.

These are names of everyday things that we can see, hear or touch.

- a) These common nouns are words for things.

Ruler, chair, train, bus, printer, computer, dictionary, lamp, ladder, etc.

- b) These common nouns are words for animals. Notice that special names for young animals are included.

No	Animal	Its young	No	Animal	Its young
1	<i>Dog</i>	<i>Puppy</i>	6	<i>Tiger</i>	<i>Cub</i>
2	<i>Cat</i>	<i>Kitten</i>	7	<i>Frog</i>	<i>Tadpole</i>
3	<i>Cow</i>	<i>Calf</i>	8	<i>Kangaroo</i>	<i>Joey</i>
4	<i>Sheep</i>	<i>Lamb</i>	9	<i>Horse</i>	<i>Foal</i>
5	<i>Whale</i>	<i>Calf</i>	10	<i>Goat</i>	<i>Kid</i>

- c) These common nouns are words for places.

Bank, airport, zoo, school, mosque, gym, supermarket, etc.

- d) These common nouns are words for people who do certain things.³⁹

Singer, athlete, lawyer, farmer, brother, friend, pilot, etc.

2) Proper Noun

The words 'proper' comes from the French word *propre* meaning one's own.⁴⁰ The names of particular people, places and things are proper nouns. They always begin with a capital letter.

³⁹Sergeant, *Op. Cit.*, p. 7-8

⁴⁰Dykes, *Op. Cit.*, p.23

- a) These people's names are proper nouns:

Harry Potter, Mom, Dad, Mrs. Taylor, George Washington, Santa Clause, Uncle David, Dr. Lee, etc.

- b) The names of the days of week and the months of the year are proper nouns. There are: days of the week (Monday until *Sunday*), Months (*January, February* until *December*).

- c) The names of the special days and celebrations are also proper nouns.

There are: *New Year's Day, Mother's Day, Valentine's Day, Memorial Day, Halloween, Christmas, Ramadhan, etc.*

- d) The names of famous places, buildings, and monuments are proper nouns. There are: *The Sphinx, the Taj Mahal, the Great Wall of China, the Statue of Liberty, the Eiffel Tower, the Grand Canyon, the Sydney Opera House, etc.*

- e) The names of people who live in a particular country are also proper nouns.⁴¹

No	Country	People	No	Country	People
1	<i>Indonesia</i>	<i>Indonesians</i>	7	<i>USA</i>	<i>Americans</i>
2	<i>Japan</i>	<i>The Japanese</i>	8	<i>Britain</i>	<i>The British</i>
3	<i>China</i>	<i>The Chinese</i>	9	<i>Korea</i>	<i>Koreans</i>
4	<i>New Zealand</i>	<i>New Zealanders</i>	10	<i>India</i>	<i>Indians</i>
5	<i>Russia</i>	<i>Russians</i>	11	<i>Vietnam</i>	<i>The Vietnamese</i>
6	<i>Thailand</i>	<i>Thais</i>	12	<i>Afghanistan</i>	<i>Afghans</i>

⁴¹*Ibid*, p. 8-9

3) Material Nouns

The word ‘material’ means *a form of matter of which things are made*. So, material nouns name such things as are used to make different articles of use. Materials include *wood, iron, gold, plastic, silvers, etc.*

Observe the following sentences:

Iron is used most useful metal.

Wood is used to make furniture.

My ring is made of gold.

A material noun is the name given to substance of which various things are made.⁴²

a) Collective Nouns

Words for groups of people, animals or things are called collective nouns.

- 1) Here are some collective nouns for groups of people, such as:

a family, a committee, the army, a gang, an audience, a club, a crew, etc.

- 2) Collective nouns may be used with a singular verb or with a plural verb. If the group is acting as a single unit, use a *singular verb*. If group members are acting as individuals, use a *plural verb*. Examples:

⁴²Plathottam, *Op. Cit.*, p. 20.

The crowd was orderly. (singular)
 The choir was rehearsing in the chapel.
 The crowd were clapping, yelling, and cheering. (plural)
 The choirs were competing in the final.

- 3) Here are more collective nouns you can use for groups of people.

Such as *a gang of thieves, a company of actors, a class of school children, a crowd of shoppers, etc.*

- 4) Many groups of animals have their own special collective nouns.

Such as *a flock of birds, a pack of wolves, a herd of cattle, a swarm of bees, a drove of sheep, etc.*

- 5) Some groups of things also have their own special collective nouns.

Such as *a bunch of bananas, a set of tools, a bouquet of flowers, etc.*

- 6) Some nouns name the amount or form of something.

such as *a bar of chocolate, a bar of soap, a ball of string, a loaf of bread.*

- 7) The words a piece of mean a single serving or part of something.

Such as *a piece of chalk, a sheet/piece of paper, a slice/piece of cheese, a slice/piece of cake, a piece of information, etc.*⁴³

⁴³Sergeant, *Op. Cit.*, pp. 17-18

Based on the form, noun divide in two classifieds, those are ⁴⁴:

a) *Concrete Noun*

Concrete nouns are the name given to things that have material bodies and can be touched or seen, such as *stone, chair, door, table, etc.* Examples: *my pen is very costly, open the window.*

b) *Abstract Noun*

Abstract nouns are the names given to things that do not have any material bodies. Such things as never be touched but only thought of. (*beauty, honesty joy, poverty, music, intelligence, etc.*). Examples: *Music is a fine art, smell travels with air.*

Based on number, noun divided into two classifieds:

1) *Countable Nouns*

Countable nouns can be singular or plural: *book(s), hotel(s), boat(s), day(s), job(s), mile(s), piece(s), dream(s).* We use countable nouns for separate, individual things such as books and hotels, things we can count. Many countable nouns are concrete: *table(s), car(s), shoe(s).* But some are abstract: *situation, idea.*

⁴⁴Plathottam, *Op. Cit.*, p. 11.

2) *Uncountable Nouns*

Uncountable nouns are neither singular nor plural: *water, sugar, salt, music, electricity, money*. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.⁴⁵

h) **Adjectives**

The word ‘adjective’ is from Latin *ad jacere* meaning ‘throw to’ or ‘add’. In the grammatical sense, this means to add the characteristics of something.⁴⁶ Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. According Sergeant, some adjective tell about the size of people or things (a big house, a short man, a large army, etc.), the color of things (a red carpet, a brown bear, etc.), tell what people or things are like by describing their quality (a beautiful woman, a hot drink, a sunny day, etc.).⁴⁷

In this research, the writer will use nouns for anagram technique because there is material that used noun based on syllabus in the seventh grade. Besides most the objects in the picture and word of anagram technique is noun. Based on the type of noun above, the writer will focus on common, proper noun, countable and uncountable noun. Because this type usually used in material. So the writer will limit the word in word classes, such as noun. The topic in

⁴⁵Eastwood, *Op. Cit.*, p.179.

⁴⁶*Ibid*, p. 53

⁴⁷Sergeant, *Op. Cit.*, p. 32.

this research were describing place, people, and animal. The material is based on the syllabus at the first semester of seventh grade.

2. Vocabulary Mastery

All of knowledge of word is vocabulary. All of vocabulary are words. According to Thornbury, all language has words.⁴⁸ In addition, Kamil and Hiebert say that vocabulary is knowledges of meanings of words.⁴⁹ Based on the statements, it means that vocabulary is vital part of language. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

Whereas, mastery refers to having great skill at something or total dominance over something. Mastery is from master, who is someone knowledgeable about a subject, like a master painter.⁵⁰ It means vocabulary mastery refers to mastering of knowledges of meaning of words or having knowledgeable about words. We can communicate with other people if we have many vocabularies. According to Cameron, “vocabulary is central to learning of a foreign language”.⁵¹ It means, if we have many vocabularies so we are easier to learn foreign language. Most writers nowadays recommend a basic vocabulary of at least 3,000-word families, while for more specialized needs, a working vocabulary of

⁴⁸Thornbury, *Op. Cit.*, p.1

⁴⁹Hiebert and Kamil, *Loc. Cit.*, p. 3

⁵⁰Website Vocabulary. available at: <http://www.vocabulary.com/dictionary/mastery>. Accessed on May 15th, 2015.

⁵¹Cameron, *Op. Cit.*, p.72

over 5,000-word families is probably desirable.⁵² Mastering a large number of vocabularies is very important for foreign language learners. The learners will be able to developing the four skills of language.

From the statement above, vocabulary should be mastered in language learning and teaching vocabulary in a foreign language should be serious. Vocabulary can be presenting or explaining in all kind of activities not only in the class but also students have to learn in outside in the class to keep it steady because in the class time is not enough.

In addition, in teaching vocabulary in the class, the writer cannot teach all of the vocabulary, thus the writer assume to select carefully the material of vocabulary that needed to learn by the students. And learning vocabulary not only focuses on memorizing a word, but also focuses on the usage of the word and aspect. According to Harmer, there are four basic aspect vocabulary that includes as ‘knowing a word meaning’ that contains:

a. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word ‘book’, for example, sometimes means the kinds of thing we read but it can also a number of other things. The other facts, sometimes words have meaning in relation such as antonym and synonym. Thus, students need to know the meaning of *vegetable* as a word to describe any

⁵²Thornbury, *Op. Cit.*, p. 21

one of other things, e.g. carrots, cabbages, potatoes, etc. *Vegetable* has a general meaning whereas *carrot* is more specific.

b. Word Use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (*“Don’t move or you’re dead,” she hissed*). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as *raining cats and dogs*, *my house is my castle*, etc.

c. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. Word formation then means knowing how words are written and spoken form. The students need to know how words are spelt and how they sound. For examples, there is a clear relationship between the word’s *death* and *dead*, *dying* and *die*, etc.

d. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as we make a distinction between *countable and uncountable nouns*. The former can be both singular and plural. We can say *one chair* or *two chairs, etc.*

From the statements above, there are many kinds of vocabulary. All of statements above implied in part of speech. Vocabulary is the words which very important used by many people to express their idea and they can communicate each other. Actually, kinds of vocabulary above only the basic introduce of vocabulary. The vocabulary mastery will be better if we learn more detail about each form besides we need to know aspects of knowing a word such as, meaning, word use, word formation and word grammar.⁵³ Based on four aspects above, the writer hopes that the student can focus on the usage of the words consisting of word meaning, word use, word formation and word grammar.

As possible, students that uses word or phrase and the students rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters. So that the students understand all

⁵³Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), pp.88-89

words of language especially the nouns used to describe people place and animal including meaning, word use, word formation and word grammar.

3. Anagram Technique

1. Definition of Anagram

An anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters. According Dale and O'Rourke in Richard, Anagram is words made by transposing letters of one word to form another.⁵⁴ According to Collins, Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once' for example *orchestra* can be rearranged into *carthorse*.⁵⁵

Anagram technique can motivate the students and make them interested in learning vocabulary, not only that the students also know about the new words by using anagram they can found the new word by their self. It means that after learning vocabulary by using anagram, the students are expected to be able to increase their vocabulary in a friendly way.

According to Richard in Bachtiar an anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another

⁵⁴Richard Devara, The Use of Anagram to Improve the Students' Vocabulary Learning Strategy in XI IPA 1 Class SMA Pangudi Luhur Sedayu, Sanata Dharma University: Yogyakarta, 2016, p.15.

⁵⁵Ahdian Rosadi, The Effectiveness of Anagram Technique in Teaching Vocabulary, Voices of English Language Education Society; Vol.1, No.1, April 2017, p.43.

word or phrase.⁵⁶ By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play. Many words will be got through this technique. Automatically, this technique will increase students' vocabulary.⁵⁷ Using this technique also help the students to get involved in classroom activities. Since this technique is fun and beneficial for the students, it will give the students opportunity to increase their English vocabulary mastery.

From the definition above, it can be concluded that anagram technique is will be effective technique for English lesson especially for Junior high school, students will interest in learning vocabulary because students will find new word by them self. Finally students become more active.

2. Procedure of Anagram

There are some procedures in anagram technique, according to Barus, Anagram is one of the good techniques in teaching vocabulary. There are many ways in applying anagram to the students, such as:

- a. The students form other word from the key word given. For example:
 - a) Grandmother = mother, other, her, ear, etc.
 - b) Learning = earn, lean, liar, etc.

⁵⁶Maimunah, Bachtar, "Improving *Students Vocabulary Achievement in Reading Recount Text Through Anagram Technique*", Journal.Vol.3, 2014,p, 5.

⁵⁷*Op. Cit.*, p. 43

- c) Reader = dear, read, ear, red, etc.
 - d) Handsome = dome, hand, some, name, etc.
 - e) Weather = her, tea, hat, eat, etc.
- b. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For Example: *The care, bfiaueilu, idouyl, Pnhuis and shlcoo*
- a) Please speak *loudly*, so I can hear your voice
 - b) You are very *beautiful* wearing that gown
 - c) My English *teacher* is very friendly
 - d) The teachers will *punish* us if we don't do our homework
 - e) My *school* is in front of my house
- c. The students omit one or some letters of the key word and transpose rest. For example:
- a) Key word: *perceive*
 Definition: got or accept something
 New word: receive
 - b) Key word: *apple*
 Definition: whiter than usual because of illness; not bright
 New word: pale
 - c) Key word: *adore*
 Definition: look at and understand something written
 New word: read

d) Key word: *blame*

Definition: food that is eaten

New word: meal

e) Key word: *label*

Definition: having the power to do something

New word: able

- d. The students transpose the letters of the word and form another word by using those letters exactly once based on the definition. For example:

a) *Note*

Definition: quality of a sound or voice

Word: tone

b) *Name*

Definition: the explanation or definition of something

Word: mean

c) *Rail*

Definition: people who tells lies

Word: liar

d) *Earn*

Definition: a short distance

Word: near

e) *There*

Definition: the number after two

Word: three

- e. The students match the scramble word on the left to its arrangement on the right.⁵⁸

a. Acdr	a. Flower
b. Eflowrs	b. Gift
c. Fg i t	c. Card
d. Aehrt	d. Chocolate
e. Accehlout	e. Heart

3. Advantages and Disadvantages of Using Anagram Technique

In applying a technique for teaching there is always an advantage and a disadvantage. We cannot say that one technique is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a technique suitable for the learners. Kumara stated that Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning.⁵⁹

⁵⁸*Op. Cit.*, p. 6-8.

⁵⁹*Ibid*, p. 9.

Anagram technique can motivate the students and make them interested in learning vocabulary English for junior high school, the students also know about the new words by using anagram, they can find the new word by themselves. In addition, the students can become active when they suggest coming front of the class. They become brave to spell the word and getting the meaning.

Anagram technique also helps the students to work in team. They will not work individually because they want to get the best score to be the winner. Collaborative learning will help the learners to enhance their social intelligence. Moreover, applying this technique means to help students to raise their vocabulary. Anagram technique is a technique that can make the students have capability to develop their vocabulary.

The disadvantage Anagram technique is the noise cannot be avoided. This technique is student-centered which make all the students get involved, it will be so noisy. Anagram technique cannot make a new word form except from word itself, and it limit teacher expectation. This technique needs a dictionary for beginner, because without a dictionary they cannot find another word form. An activity which is chosen by the teacher will have its advantages and disadvantages. Since Anagram technique has many advantages than disadvantages. Therefore, before applying the Anagram technique, it is a need for the teacher to adjust with the topic.

4. Procedure of Teaching Vocabulary Through Anagram Technique

The steps in teaching vocabulary through anagram:

- 1) Students are divided into 5 groups where each group consists of six or seven students.
- 2) Student gets some words consists of 4-6 letters.
- 3) Student must arrange the letters that were randomized into a new word.
- 4) Student uses all the letters to form a 1 or 2, even 3 new words.

Example:

- | | |
|-----------|-----------------------|
| 1. Malp | : lamp, palm |
| 2. Tapel | : petal, plate, pleat |
| 3. Elam | : male, meal, lame |
| 4. Erosh | : horse, shore |
| 5. Balett | : battle, tablet |

- 5) Group with a most new word is the winner.

There are three criteria, or rules, that must be met in order to classify something as an Anagram:

- a. The letters of a word or phrase must be re-arranged.
- b. A new expression must be created.
- c. Every letter of the original must be used in the new expression.

from the explanation above, it can it can be concluded that the procedure is easy. The rules is fun because students will play with a group to make new word which more easy and make students compact.⁶⁰

⁶⁰ *Ibid*, p. 10.

5. Teaching Vocabulary by Using Anagram Technique toward Students Vocabulary Mastery

There are so many ways on teaching vocabulary mostly English teacher uses. Such as translation, game, picture, etc. Teacher knows that in presenting the new vocabulary, the English teacher cannot give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way. McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.⁶¹ It means that in teaching vocabulary the teacher uses various techniques better than memorizing words. The teacher must make the meaning of words stay longer in students' mind. In this research, the writer will use anagram technique to teaching students vocabulary mastery.

Vocabulary is the words which very important used by many people to express their idea and they can communicate each other. Actually, kinds of vocabulary above only the basic introduce of vocabulary. The vocabulary mastery will be better if we learn more detail about each form besides, we need to know aspects of knowing a word such as, meaning, word use, word formation and word grammar.⁶² The purpose of learning vocabulary is to make students understand the meaning of words. To

⁶¹Jeanne McCarten, *Teaching Vocabulary, Lessons from the Corpus, Lessons for the Classroom*, (New York: Cambridge University Press, 2007), p. 21

⁶²Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), pp.88-89

understand means not only to memorize a number of words, but also to use them in a sentence and daily activity. Then, the writer may conclude that the students' vocabulary mastery is their mastery to understand aspects of knowing a word such as word meaning, word use, word formation and word grammar.

From several explanation above, there are some of stages in teaching vocabulary by using anagram technique toward students vocabulary mastery, as follow:

- a) Tell students they are going to use anagrams to transform their names and even their identities! Ask them if they know what an anagram is (a word or phrase made by transposing the letters of another word or phrase). Give them these examples of successful anagrams. Discuss how these anagrams enhance the meaning of the original word or phrase.
 - Butterfly
 - Flutter by
- b) Let students practice making anagrams by using a simple word such as "lemon" (melon, no elm) and a more challenging phrase such as "the story" (Shy otter, They sort). Discuss how these anagrams change the meaning of the original word or phrase.
- c) Explain to students that they will be using their first and last names to create anagrams. Tell them not to use uppercase letters. Ask them to come up with as many anagrams of their names as possible in a

selected time period. Younger students might need assistance with this.

- d) Once they have found all the anagrams for their names, have students select their favorite one as their new name and write it at the top of a sheet of paper.
- e) Tell students they are going to write a story about the "character" created by their new name. Ask them to think about the story they want to tell about the name. What are some colorful adjectives they might use?
- f) Remind students to use descriptive language to make their stories interesting and vivid, and to reveal character through direct statements as well as the character's actions, thoughts, or words. Ask them to think about what the characters in the story do and say that will help readers get to know them.
- g) Encourage students to share their completed stories in small groups. They might enjoy first stacking the stories and exchanging them anonymously to see whether group members can identify each student's original name.

6. Snowball Throwing Technique

1. Definition of Snowball Throwing Technique

Snowball Throwing is a type kind of classroom cooperative learning technique. This learning technique leadership potential student dug in cluster and skill make-answer question in the same through game

imaginative mold and throw snowballs. According to Bayor in Darusmin, Snowball Throwing is one of the active learning model which in practice involves a lot of students. The teacher's role here is only as giving guidance on the topic of early learning and subsequent demolition of the course of learning.⁶³ It means that snowball throwing is one of model in learning with threw the ball, and involve all of students in the class. In this part, the teacher as guidance guides the students to use this technique.

Suprijono states that snowball throwing is one of the active learning techniques for the direct attention of learners to the material presented.⁶⁴ Snowball Throwing consists of two words, namely Snowball and Throwing. Snowball means snowflakes or snowballs. While Throwing comes from the word throw which means throw or throw. So, Snowball Throwing is throwing snowballs. Snowball Throwing is a way of learning by throwing paper containing questions that are rolled round like a ball to other students.⁶⁵ So, this technique will be more interactive if the students enjoy with learning process.

⁶³D. K. Darusmin, S. Delfi, and Masyhur, *Using Snowball Throwing Model to Increase Speaking Ability of the Second Year Students of SMP N 21 Pekanbaru*, Student of English Language Education Department Faculty of Teacher's Training and Education, Academic Journal Volume 2, Riau University, 2012.

⁶⁴Agus Suprijono, *Cooperative Learning: Teori dan Implikasi PAIKEM* (Yogyakarta: Pustaka Belajar, 2009), p. 128

⁶⁵Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2016), p. 174

From several definition above, it can be concluded that Snowball throwing is one of learning technique that object are usually created by squeeze paper with the hands until make it like a ball Snowball Throwing is throwing a ball. This technique hope can make students interesting in teaching learning process especially in teaching vocabulary. This technique can make students more fun to study English especially in vocabulary and also to increase their mastery in vocabulary. Snowball throwing is one of cooperative learning technique that can make the students easier to learn English and to solve the problem in vocabulary mastery.

2. Procedure of Snowball Throwing Technique

There are some procedures of snowball throwing technique as follows :

- 1) The teacher delivers the learning material that will be delivered.
- 2) The teacher forms the class into several groups, after that the teacher calls the representative of the group leader to listen to instructions from the teacher. After feeling understood, the teacher asked the representatives of the group leader to return to their respective groups.
- 3) Then the group representatives were given several sheets of paper by the teacher and then shared with each student in the group.

- 4) After that students are asked to write questions from the material that has been explained by the teacher in the sheet.
- 5) After finishing writing the questions, the group leader asks for the sheets to be returned to the other groups and is shaped like a paper roll that will become a snowball in the lesson.
- 6) After all the sheets are gathered together, the teacher starts throwing the paper at each group by interspersing singing to play the snowball, until the song is finished and the snowball falls on the group so that the group must answer the questions from the ball containing the paper.
- 7) One group presents the answer from the sheet.
- 8) After all've got a snowball throw then the teacher and students conclude together.
- 9) Evaluation.
- 10) Closing.⁶⁶

From the procedure above the writer assume that the students have spirit and active in learning. All of students will prepare the answer because they have to ready with the question which is already written on paper.

⁶⁶Arta Januardana, *Pengaruh Metode Snowball Throwing* (Yogyakarta: Insan Madani, 2008), p. 37

3. Advantages and Disadvantages of Snowball Throwing Technique

Snowball Throwing has some advantages there are :

- 1) The learning atmosphere is fun because students like to play by throwing paper balls at other people.
- 2) Students get the opportunity to develop thinking skills because they are given the opportunity to make questions and give them to other students.
- 3) Make students ready with various possibilities because students do not know what kinds of questions their friends make.
- 4) Students are actively involved in learning.
- 5) Educators do not bother making media because students are directly involved in practice.
- 6) Learning becomes more effective.
- 7) The three cognitive, affective, and psychomotor aspects can be achieved.⁶⁷

There are some disadvantages about Snowball Throwing, such as:

- 1) Relies heavily on the ability of students to understand the material so that only a few students rule. This can be seen from the question's students make are usually only about the

⁶⁷Shoimin, *Op. Cit.*, p. 176

material that has been explained or as an example of a problem that has been given.

- 2) The group leader who is unable to explain properly become an obstacle for other members to understand the material so that it takes a little time for students to discuss subject matter.
- 3) There are no individual quizzes or awards for groups so students when in groups are less motivated to work together. However, it is possible for teachers to add individual quizzes and group awards.
- 4) Requires a very long time.
- 5) Naughty students tend to do mischief.
- 6) Classes are often noisy because of groups that students make.⁶⁸

So, from the above understanding the writer can conclude that the snowball throwing learning is a learning technique that divides students into several groups then in each group there is a group leader to get assignments from the teacher. Then each student works together with his group members to make questions on a piece of paper which is then squeezed and shaped like a ball (question paper) then thrown to other students. Then students who are hit by the paper must answer the questions in the paper they have obtained. Then in this learning process the teacher still acts as a guide and directs students to complete the task

⁶⁸*Ibid*, pp. 176-177

given with indicators in the form of making questions, answering questions and playing while learning.

4. Teaching Vocabulary Mastery by Using Snowball Throwing Technique

There are some of stages in teaching vocabulary by using snowball throwing technique toward students vocabulary mastery. According to Suprijono, there are steps of implements Snowball Throwing, they are as follows:

- 1) Teacher will deliver the material that will be learnt.
- 2) Teacher will make groups and call the chairman of each group to give an explanation about the material being taught to their students/ members.
- 3) The group heads back to each group and explain any material submitted by the teacher to his friends.
- 4) Each student will give a sheet of paper, to write down one question concerning any matter which has been described by the group leader.
- 5) The paper contain these statements or questions was made into a ball and tossed one student to another student about 15 minutes.

6) Then, each student has one ball or one question and will give the opportunity for the students to answer questions that are written in ball-shaped paper in turn.

7) Evaluation and Closing.⁶⁹

The activity of throwing a ball will make group to have spirit and be active, because this activity makes the students not only to thinking, writing, and talking but they also do a physical activity that is rolled paper and throw it to the other students. Thus, each member of the group will be preparing for their turn to answer a question or guess a statement from a friend that contained in ball paper.

B. Frame of Thinking

Vocabulary is one of the most important elements in a language. Because without vocabulary we cannot deliver a message, especially in English that becomes a foreign language in Indonesia. And most of the students in Indonesia have been learned English since elementary school until senior high school but still get confuse to face someone talk in English. It was happening because they have lack of vocabulary. There is relation between the students has lack vocabulary and the way teacher teach. If the teacher cannot conduct the right technique to teach vocabulary, the students will not catch the lesson. But if the teacher conducts the right technique to teach, it can avoid the lack of vocabulary on students.

⁶⁹Suprijono, *Loc. Cit.*, p. 129.

Based on the previous sections of this chapter, one of the techniques that can be considered to help improve students' vocabulary mastery is Anagram. This technique is a word play, it means like a game. So, this technique could make all the students engaged in teaching and learning proses. The students will fun and not bored during teaching and learning process. This technique also helps the students to increase their vocabulary unconsciously. One of the techniques which is considered as the appropriate technique to be used for teaching vocabulary in Junior High School is Anagram Technique. As the conclusion, Anagram technique is applied to see whether or not it would bring positive impact, especially for students' vocabulary.

C. Hypothesis

Based on the explanation theoretical frame of thinking above the writer will formulate the hypotheses of this research as follows:

Null Hypothesis (H_0) : There is no effectiveness of using Anagram Technique towards students' vocabulary mastery of the seventh grade at MTs Al-Khairiyah Talang pandang in the academic year of 2019/2020.

Analysis Hypothesis (H_a) : There is effectiveness of using Anagram Technique towards students' vocabulary mastery of the seventh grade at MTs Al-Khairiyah Talang pandang in the academic year of 2019/2020.